11:Levine Z-4,5 (1958-1961)1965 MP5 Amhara MP5

the imagination of some other students: attempting to reform the Orthodox Church from within. This has been done within the framework of the Orthodox Students Association, which will be discussed further in chapter vii.

Science.—Of all the aspects of Western culture to which they have been exposed, Ethiopia's students have been most receptive to the teachings of natural science. They tend to regard it as the most important single benefit which Ethiopia can gain from Western civilization. After religion, morals, and manners, "science" is the response students give most often to the question: "What specific lesson will you try hardest to teach your children?"

TABLE 8

EXTENT TO WHICH STUDENTS OBSERVE TRADITIONAL RELIGIOUS PRACTICES

Practice	Secondary School (per cent)	College (per cent)
Follow the fasts:		
All the time	38	16
Most of the time	26	23
Sometimes	27	24
Not at all	9	37
Go to church (mosque):		
More than once a week	9	2
Once a week	59	40
Less than once a week	25	36
Not at all	7	22
Bow to church (mosque):		
Always	28	9
Some/most of the time	50	38
Not at all	22	53
Pray:		
Twice or more daily	64	40
Once a day	22	23
Once or twice a week	6	14
Once or twice a month	5	10
Not at all	3	13
Number	(485)	(195)

Disagreement on such questions as the nature of solar eclipses, the descent of man, and the etiology of disease is common between the modern adolescents and their own parents. Nevertheless, it would be wrong to assume that the scientific imagination has yet displaced traditional thought patterns in the minds of Ethiopian students, or that scientific beliefs have fully replaced

11:Levine Z-4,5 (1958-1961)1965 MP5 Amhara MP5

*883 *815 178 177 "superstitious" beliefs about the world. Concerning this latter issue we are fortunate to have a substantial study carried out by Dr. Edith Lord during 1956–57—a study of the beliefs of some 1,250 Ethiopian students and teachers.[22]

[125] The subjects of this study were asked to mark as true or false a list of 132 unscientific beliefs commonly held by Ethiopians. These beliefs dealt with nature and devils, health and disease, danger and death. In spite of a measurable trend toward increased disbelief in the unscientific statements as the level of schooling increased, it was found that a significant number of these statements were accepted by a majority both of the post-elementary students and of the Ethiopian teachers. Thus, 56 items were believed by half or more of the 451 secondary students in the sample; 34 items by half or more of the 96 teachers; 9 items by half or more of the 61 student nurses and first-aid workers; and 6 of the items by half or more of the 29 college freshmen. Table 9 shows some of those unscientific beliefs most commonly subscribed to by secondary school students. These particular items are of interest for two additional reasons. The first five of them were among the beliefs held by *a majority of the twenty-nine college freshmen*. The first and the last, moreover, are among those items which showed an *increasing* frequency of belief with an increase in education, from the first four primary grades, through the second four grades, to the secondary level.

TABLE 9

UNSCIENTIFIC BELIEFS ACCEPTED BY SECONDARY STUDENTS

Item No.	Belief	Percentage of Secondary Students Holding the Belief
53	Certain mineral waters can cure stomach trouble by causing a person to vomit worms, sometimes frogs or toads	88
35	There are some skillful persons who can summon the devil at will	87
102	Too much charity leads to madness	74
58	A child will grow better if the nerves are removed from under his back teeth	68
84	If you go into a room which has been closed for a long time, you will be attacked by Satan	57
78	A man who has skill in stopping rains must not eat or drink while he is performing the ceremony to stop rain, or he will be unsuccessful	64
	Number	(451)

[125] In my own questionnaire, administered three years after Dr. Lord's re-

11:Levine Z-4,5 (1958-1961)1965 MP5 Amhara MP5

search and only to the highest grades of secondary school and college, three questions regarding unscientific beliefs were included. In a pilot study of sixty secondary school seniors and juniors, 42 per cent held the belief that "a person can be made sick by the evil eye of a *budā*," and 33 per cent believed that "too much learning results in madness." To the one question asked of my entire sample: "Do you believe that some learned *dabtarā* can cause rain to fall or stop?," 16 per cent of 500 secondary and 7 per cent of 200 college seniors and juniors said "Yes."

This persistence among the educated youth of traditional beliefs which run counter to the consensus of modern scientists has been attributed by Lord to the inadequacies of the Ethiopian school system. This is as might be expected, inasmuch as most Ethiopian teachers have had relatively little education themselves and the curriculum has necessarily been somewhat improvised and incomplete. Officials of the Ministry of Education have labored to overcome these deficiencies, and certain changes were in fact made in consequence of Lord's study which aim at combating the more dysfunctional of the prevailing superstitions.

It seems likely, however, that certain irrational dispositions are also involved here, dispositions to maintain the unscientific beliefs in spite of improvements in teaching methods and materials. One would predict this on the basis of general sociological understanding of the consequences of rapid social change. The disruption of the traditional belief systems brought about by the sudden dissemination of scientific beliefs inevitably creates insecurity, and a common reaction to such insecurity is to cling with increased tenacity to some of the old-fashioned beliefs which are closely identified with the traditional culture.[23]

One area in which this defensive "revivalism" can be observed in Ethiopia is that of medicine. Many Ethiopians who have received modern secondary education maintain that Western medicine, while useful in many cases, represents only one possible approach to the problem of sickness and health.[24] Thus, fifty-seven per cent of the secondary students questioned asserted that traditional Ethiopian medicines are effective all or most of the time, although such therapies include the eating of rancid butter to cure malaria or drinking holy water to cure serious functional disorders. Dr. Lord herself has reported an episode which throws much light on the psychology of this reaction:

> An Ethiopian colleague, a former teacher, warned me against drinking water in a certain provincial town on penalty of my catching malaria. He was challenged thus: "You are one of the better educated persons in Ethiopia; don't you know the cause of malaria?" He quickly, and eruditely, gave all the known scientific facts about malaria. Then he added, "You people from the United States (and the United Nations) think that this (the scientif-

11:Levine Z-4,5 (1958-1961)1965 MP5 Amhara MP5

ically established cycle) is the only way to catch malaria. We Ethiopians know better. We know that one can *also* catch malaria from drinking the water in places where the Anopheles breed."[25]

The ambivalence toward Western science represented by this statement and by the persistence of analogous attitudes among many educated Ethiopians undoubtedly brings the individuals in question a degree of security that would be lost were they to abandon the traditional, unscientific belief system *in toto*. Perhaps a more solid sort of security could be derived from a program of education which not only imparts scientific information and attitudes, but also educates people to adapt themselves to the changes which the introduction of science involves.

Taste.—In matters of taste, Ethiopia's modern adolescents range from extreme traditionalism to extreme Westernism, with most of them preferring both traditional and European or American patterns in varying proportions. Of food the students tend to prefer the traditional varieties, most popular of which are *doro wat* and *ĭnjarā*. Among Western foods they are fondest of pastries and Italian *pasta*. On the other hand, they are more inclined toward Western beverages than Ethiopian ones. The most popular Western beverages are, for the secondary students, soft drinks, and for the college students, beer; among Ethiopian drinks they prefer *ṭallā* first and milk second.

With regard to their manner of eating, the students' taste is traditional in that most prefer to eat nowhere but within the home, and to eat with their hands rather than use silverware; but it is Westernized in that most prefer eating at their own individual places rather than all together with others out of a common *ĭnjarā* basket. Opinion is most divided on the matter of exchanging *gurshā*, a morsel of food which one places in another's mouth. The slight majority who reject this old custom do so because they find it "noisy," "childish," "unsanitary," or simply "out of fashion"; while those who still enjoy it do so chiefly because it "expresses affection."

On questions of dress it should be noted that traditionally the Amhara have sentimentalized their going barefoot as well as their national costume. But because of the practical advantages of wearing tailored clothes at work and using shoes, and perhaps still more because of their high prestige in the modernizing sector, virtually all of the students prefer the European fashion in these matters. On the other hand, with respect to women's wear and the sort of dress to be worn on holidays, the great majority opt the Ethiopian *shammā*.

In their aesthetic interests the students' taste varies considerably according to the medium. With regard to poetry and music, Ethiopian forms are preferred to Western ones, while Western forms of painting and dance are more popular with them than Ethiopian. Poetry stands as the most appreciated of

11:Levine Z-4,5 (1958-1961)1965 MP5 Amhara MP5

cultivate a missionary spirit in order to reach the non-Christian peoples of Ethiopia. The association sponsors weekly religious services, featuring hymns in Amharic and talks in Amharic on religious and moral questions, and publishes a monthly journal. The Orthodox Students Association stands out as the first nationwide voluntary association in Ethiopia. It holds an annual convention which draws some three hundred students from all parts of the country.

The Ethiopian College Students Association was established in 1960 after some years of patient maneuvering by officers of the various college student governments. It attempts to represent the interests and needs of students vis-à-vis the government and to handle relations with international student organizations.

A number of student clubs have appeared from time to time within the framework of the colleges. One of the most popular and productive of these has been the Ethnological Society of the University College, founded in the early fifties by a Polish member of the college staff. Over the years it has produced several issues of an ethnological bulletin. More recently, under the framework of the new university, dramatic and choral groups have been established as well as groups like the Education Students Association and the Economics Students Association. Graduates of some of the secondary schools and colleges, moreover, have formed a small number of alumni associations.

Labor Unions.—Although Ethiopia has for some time been a paying member of the ILO, the government has until recently strongly opposed the establishment of unions in the country. Nevertheless, due to the encouragement of labor representatives from Western and other African countries, as well as to the courageous efforts of a number of Ethiopians, several unions have at last been established and have won some degree of recognition from the government.* Trade unions were first attempted among employees of the Franco-Ethiopian Railroad and in Eritrea.[42] They now include employees of a number of factories. Even household servants have formed associations that establish minimal conditions which members are obliged to demand from their employers.

Professional Associations.—The Ethiopian Teachers Association, with a large paper membership but scarcely any activity, was the only professional association in Ethiopia prior to the 1960 rebellion. If one may generalize from the frustrated attempts of Ethiopian doctors to establish a medical association, it would seem that the government was attempting to discourage groups of this sort as well as trade unions. Since 1961, however, the picture has changed. There now exists not only a medical association, which publishes its own

* A law establishing a legal basis for labor unions was enacted by the Ethiopian parliament in 1962.

11:Levine Z-4,5 (1958-1961)1965 MP5 Amhara MP5

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journal, but also an engineers' association, a college teachers' association, and 815 •
an Ethiopian writers' association. Earlier attempts to establish an organization 875
of lawyers have not yet reached fruition. 178
759

National and International Service Organizations.—A final group of formal associations consists of those which include non-Ethiopian nationals as well as 575
Ethiopians in their membership and which carry out welfare services of 747
various sorts. The Ethiopian Red Cross, the Ethiopian Women's Welfare 178
Association, the YMCA, and the Rotary Club of Addis Ababa have been active for more than a decade. More recently, the International Christian Fellowship was formed with an eye to discussing ways of translating Christian principles into social action, and the Social Service Society has broken new ground in the welfare field with its ambitious program of relocating and rehabilitating Addis Ababa indigents.

Informal Associations

Another significant sociological development since the 1960 rebellion has 575
been the blossoming of what might be called "mutual confidence groups." Al- 178
though the public climate remains somewhat tense and generalized suspicion still prevails, a step has been taken away from the complete atomism of the pre-rebellion era. These groups consist of numbers of friends, bound by such factors as kinship, common ethnic background, relationships formed during study abroad, and occupational ties. Perhaps the most important single bond underlying these groups derives from friendships formed during the crucial experience of attending secondary school together. While for the most part these groups carry out no organized activities or structured discussions, they do provide a context in which any of the issues of the day can be discussed with fairly complete frankness and without fear of reprisal.

There are some progressive Ethiopians who would like to see these groups become the nuclei of action groups and political parties, even on an overt basis. The prevailing view among them, however, seems to be that this is as far as they can go under the present regime.

The efflorescence of voluntary associations in Ethiopia during the past half 121 *
dozen years constitutes a remarkable thickening of the fabric of Ethiopian 575
society. It may be seen as a vast, unconscious process of arousing and co-ordi- 178
nating energies to meet the novel realities of Ethiopia's current historical situation. What relationship to this collective process have the individualistic features of Amhara character and society which were discussed above?

It may be observed that in virtually none of the cases cited above were the 121 *
Amhara the initiators of the associational forms in question. The territorial 177
and "project" *māhebar* were introduced into Ethiopian life by the Gurage; so, [575]
as far as present evidence indicates, were the *eddīr* and the *equb*. The labor [454]
[749]